DOCUMENT RESUME

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TITLE	Child Development and Individually Guided Education (Leadership Series in Individually Guided Education). Description of Teacher Inservice Education Materials.
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IDENTIFIERS	*Individually Guided Education

ABSTRACT

The described teacher inservice education program is designed for elementary school teachers and administrators who are interested in child development in relation to individually guided education. The scope and sequencing of topics in the program are outlined, and the activities and resources involved are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: CHILD DEVELOPMENT AND INDIVIDUALLY GUIDED EDUCATION (Leadership Series in Individually Guided Education)

Publication Date(s): Copyright 1976

Intended Users: Preservice and inservice teachers and school administrators who are interested in child development in relation to individually guided education

Grade Level(s): Kindergarten, elementary school

Number: Classroom size groups

Primary Focus: The program intends to increase understanding, to provide information and increase skills. One purpose is to help users understand child development and its implications; another is to aid school personnel in becoming competent in planning and executing training programs to meet the needs of pupils in various kinds of learning development.

School subject(s) and/or inservice topic(s) covered:

The inservice topic covered is individually guided education. The specific content is on child development (cognitive, language, affective, moral and physical and psychomotor) and how the knowledge of child development would be used in an individually guided program.

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What participant does in using the materials: The group watches three filmstrips with cassette tapes (each 15 minutes long). These are followed by discussion. A textbook is read; each chapter provides accompanying activities and evaluation exercises to be directed by the instructor. The group meets as a whole but will be divided into subgroups for many of the activities. It is suggested that the group could meet each week for 3-5 weeks or each day of one week. The number of meeting times will vary depending on whether the course supplements other material and whether it is designed as a credit or non-credit course.

Resources: The product is comprised of an attractive box containing one textbook, one Instructor's Manual, 3 filmstrips/cassette tapes, and a guide to the tapes. The Instructor's Guide provides detailed directions. A large room for group meetings, a filmstrip projector, screen, cassette player are needed. An instructor is needed for course implementation. The textbook is 212 pages long; the Instructor's Manual 111 pages; each filmstrip requires 15 minutes viewing time.

Describer critique:

This is a well designed product. The Instructor's Manual follows the textbook step by step. The textbook is clearly written, with a summary, reference list, and objectives for each chapter. The filmstrips and cassette tapes are technically very good. The teachers and students on the filmstrip/cassette presentation are very effective in eliciting understanding on the part of the user.

M66 (M) behavioral science - (M) affective - (ASG) cognitive development TD
(SS) values - (SE) perceptual motor learning

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1.0 PURPOSES:

Rationale

According to the editor, "these are exciting and challenging times in American education." The emphasis of this product is on improving the quality of education, and the hope is that, "bringing individually guided education, a new approach in education, to an ever-increasing number of students provides the focus for many of these . . . efforts."

Goals

The goals of this product are to increase the understanding of the teacher so that the knowledge of child development can be an aid to the teacher working in an individually guided education school.

Objectives

Each chapter of the text has its own set of objectives. Overall, the objectives are aimed at increasing the knowledge and understanding of the user on the subject of child development, and its implications for an individually guided education program. Specific areas of understanding which are emphasized include the major theories of cognitive development, human learning, moral development, language development, physical and psychomotor development.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product is a 212-page textbook, Child Development and Individually Guided Education.

Contents

Chapter 1.	Perspectives of Humankind	pages 1-20
Chapter 2.	Individually Guided Education as a Facilitative Environment	pages 21-52
Chapter 3.	Cognitive Development	pages 53-82
Chapter 4.	Language Development	pages 83-110
Chapter 5.	Affective Development	pages 111-136
Chapter 6.	Moral Development	pages 137-162
Chapter 7.	Physical and Psychomotor Development	pages 163-188
Chapter 8.	Epilogue: The Potential of Humankind	pages 189-198
Index		pages 205-212

Also provided with the product are:
- A 111-page Instructor's Guide
- A guide for the three filmstrips dealing with child development and individually guided education
- Three filmstrips with cassette tapes - each 15 minutes long

1. Cognitive Development and Individually Guided Education
2. Moral Development and Individually Guided Education
3. Language Development and Individually Guided Education.

Sequence

The developer recommends that the course work be used in its entirety and sequentially if the course is being given for credit.

Outlines are given for the course if used for one credit, three credits, inservice competency, or inservice understanding.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

The Instructor's Guide lists the following for each chapter: chapter objectives, illustrative detailed objectives, suggested activities, suggested evaluation procedures. In general, the group reviews the material or watches the filmstrips and follows this with discussion. Participants also complete whatever activities the instructor chooses for the group. Many of the activities entail breaking into small groups and doing an activity, then reporting the results back to the larger group. Since the material may be used either as primary or supplementary material in a course, the amount of time spent on the product will vary. It is suggested that the group might choose to meet every day for three or five days, or once a week for three or five weeks, or once a month for a semester.

3.2 Help given in use of product:

An Instructor's Manual is provided with the product and it is very explicit in giving directions to the instructor for each chapter.

Because so many different teaching techniques and small and large group techniques are involved, the instructor will have to be a well trained teacher in order to do justice to the material.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is a pre- and posttest suggested if the guide is to be used in a performance, competency-based program. Each chapter of the Instructor's Guide includes evaluation procedures. The use of these procedures is decided by the instructor. It is suggested that with some groups only a final test would be appropriate. In that case, it is recommended that a question from each chapter be included to assure mastery of the entire program.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Three of the chapters (3, 4, 6) are accompanied by a 15-minute filmstrip with a cassette tape. Presumably the chapters would be discussed in sessions lasting for at least one hour. A room large enough to accomodate the group as a whole and to allow breaking into subgroups is needed.

A filmstrip projector, projection screen, cassette tape player (with manual or automatic advance) are all needed, as well as a qualified instructor.

5.2 Distributor name/address:

Addison-Wesley Publishing Company, Inc.
Reading, Massachusetts 01867

(617) 944-3700

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CHILD DEVELOPMENT AND INDIVIDUALLY GUIDED EDUCATION book	$5.95 (10% educational discount)	—	1/participant	yes
filmstrips	$15.00 each		one each	yes
Instructor's Guide	free with book on request	—	one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by: IGE Teacher Education Project
School of Education
University of Wisconsin - Madison

Glenn E. Tagatz of Marquette University is the author of the text. Herbert J. Klausmeier is the series editor and director.

6.2 How developed and when:

According to the editor, the text was based on the author's "logical analysis and experience in individually guided education schools." The material was funded by a grant from the Sears-Roebuck Foundation to the University of Wisconsin.

During various phases of the writing it was field tested both in college settings and in a variety of inservice programs.

6.3 Evidence of effectiveness with users:

The project staff provided no results on the field testing conducted with the product.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product seems to be appropriate in meeting its stated objectives. The reading material is clear, the tapes are interesting and informative. Combined with the filmstrips, they provide many practical demonstrations of the concepts presented. This product is readily adaptable to any group interested in the basics of child development and how they apply to individually guided education.

The technical quality of this product is excellent. The filmstrips are clear and interesting. The voices change often, and the scenes with children are varied and interesting. The color is good; the background music on the tapes is pleasant; and the cassette and filmstrips have both manual and automatic advance mechanisms. These attributes combine to make the product enjoyable, effective, and easy to use.

Content accuracy/social fairness/community acceptance issues:

The subject matter seems to be factually accurate, although it stresses review of important theses instead of new relevations. There appears to be no ethnic nor sex bias, nor is any controversial content present.

Overall summary/comment:

One of the main strengths of this product is the use of teachers and students on the tapes and filmstrips. The points being made are graphically displayed and discussed as children at various ages attempt tasks. It is a clear and interesting presentation. The textbook is clearly written (each chapter starts with objectives, followed by discussion with clear heading, ending with summary and a reference list). The Instructor's Manual is complete. The filmstrips and tapes are technically excellent.

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